Response to Intervention:
Secondary Schools

Section 2: School-Wide Approach

Wayne Callender

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Take a Minute…

At your School, how are students with basic skill deficits in reading and math identified? What interventions are provided? What are the outcomes of interventions?

How are poorly motivated students addressed? How effective are efforts to improve poorly motivated students?

RTI for Secondary Schools: Priorities

- ***Tier 1: Examine your SCHOOL CULTURE; add support structures***
- ***Build Scientifically Based Data System for Universal Screening for Basic Skill Deficits and Progress Monitoring***
- ***Build the* MOST EFFECTIVE Tier 2 *and* Tier 3 *Programs You Can - Identify time and structure to support programming***
- ***Teach and Ensure Understanding of Foundational Concepts and Vocabulary – teach less, but better***
- ***Evaluate and Problem Solve Systems***
- ***Build Your Leadership and Staff Development Plan***

To Get There in Practice, We Need to Establish the Following:

1. **Systems - well designed structure for addressing all students**
2. **Assessment - for the purpose of identifying students in need, differentiating instruction, and evaluating student progress and program effectiveness**
3. **Intervention - Scientifically validated programs and teaching practices across all levels of the system**
4. **Problem Solving - Systems and individuals**

STEP 1. School-Wide Structure

Enter a School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity
•Of longer duration

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

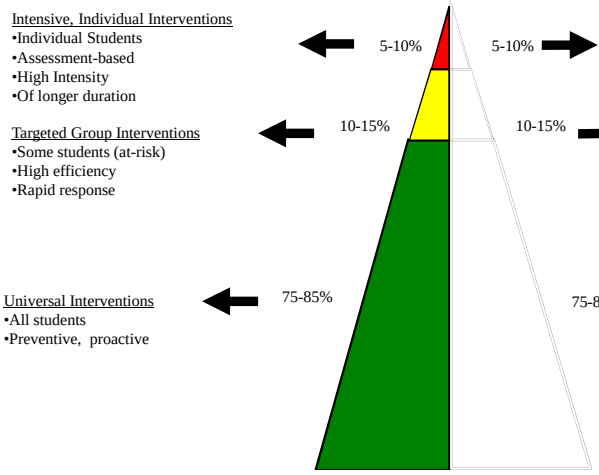
Universal Interventions
•All students
•Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

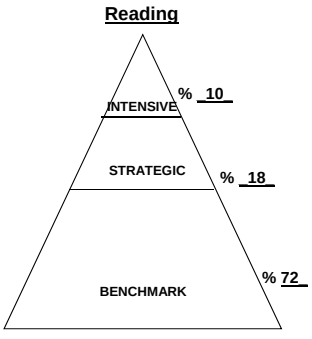
Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All settings, all students
•Preventive, proactive

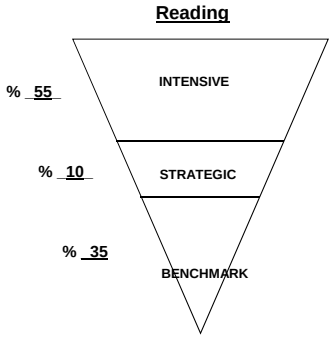


Re-Thinking the Pyramid

Support Requirements May Vary from School to School – Align Supports to Need



School A



School B

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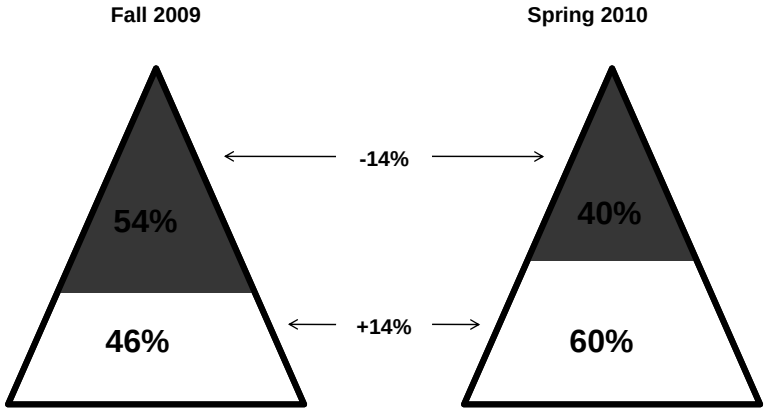
Carver Middle School
All Grades



Systematic?
Contrasting Approaches

School A:

(School-Wide Approach)

- ✓ Students screened
- ✓ Support aligned to student needs and immediate
- ✓ Support pre-arranged – structured for success
- ✓ Monitoring system evaluates effectiveness of supports
- ✓ Pre-established goals must be met
- ✓ Focus is to assure Effective Systems

School B:

- ✓ Struggling students identified for support over time by teachers
- ✓ Support often a “one size fits all” or require students to “qualify”
- ✓ Plan for support is “reactive”
- ✓ Limited use of monitoring and specific to students
- ✓ Goal is time oriented
- ✓ Limited or no evaluation of systems

Consider…

Is your school more like school A or school B? Compare and contrast.

How are student supports organized?

What percent of Students fail one or more classes?

Consider Tier 1 Supports:

- ***School Culture (student failure is our failure)***
- ***Effectiveness of instruction***
- ***Staff Attitudes***
- ***Student Supports in Gen. Ed.***
- ***Preventative and Proactive Structures***

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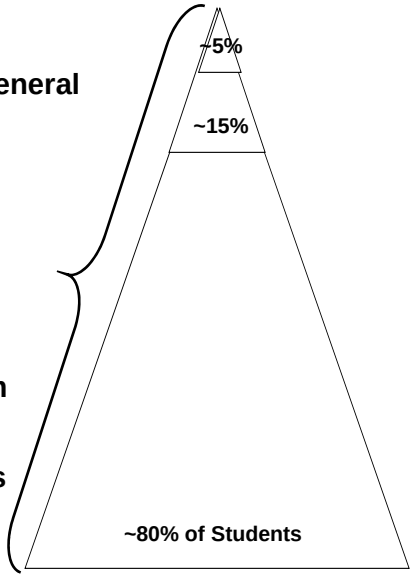
Tier 1: Middle and High School

Continuously Improving Tier 1 General Education Instruction

- **Use of Teaching Routines and Learning Strategies (Kansas)**
- **Well-Designed Curriculum with a "Big Ideas" Focus or Ability to "Distill" Curriculum to Big Ideas**
- **Effective Secondary Classroom Management**
- **Study and Organizational Skills**
- **Curriculum Modification**
- **Effective Instructional Practices**



We Begin With a Question:

How Serious Are We About Improving Supports for All Students at the Secondary Level?

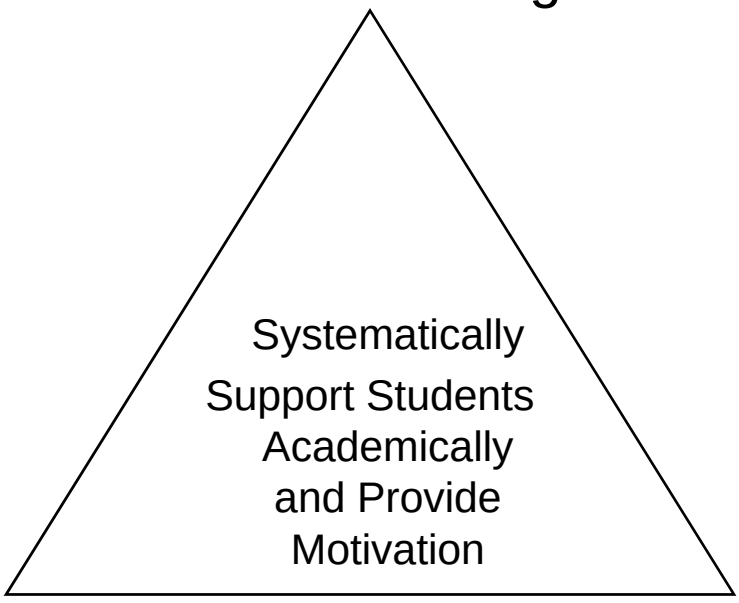
Examine School Culture

QuickTime™ and a
H.263 decompressor
are needed to see this picture.

Take a moment to discuss your school's culture.

1. How does it compare to the two schools identified in the video.
2. Identify your school's similarities to each.
3. What changes could be made to improve your school's culture?

"Good Standing"



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Good Standing

- Goal: Support and reward students; improve School Culture
- Good Standing Serves Multiple Purposes:
  1. Support students academically – immediately
  2. Motivate students to do their best - consistently
  3. Improve accountability (teacher and student)

GOAL: Make it harder to fail than it is to just pass!

Good Standing Example

- PACE (Practice, Activity, Choice, Enrichment)
- Goal: Support and reward students; improve School Culture
- Two Purposes:
  1. Support students academically – immediately
  2. Motivate students to do their best - consistently

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Pace: Support and Motivate Students

Support…

Support Students Academically – as soon as they need it.

- Provide specific and timely support **Within** the school day
- Provide opportunity for students to redo work, make up work, receive tutoring and intervention **Before** instruction moves on to other topics
- Support provided by subject area teachers

Pace: Support and Motivate Students

Motivate…

Motivate Students to do their best - consistently

- Motivate students by offering **immediate** and developmentally relevant Rewards
- Rewards include **fun**, **attractive** activities that allow opportunities to interact with peers –i.e., basketball, foosball, movies, walking
- Include opportunities to select artistic or **intellectually engaging** activities – i.e., chess, quiz bowl, research, quiet time

Intervention (42 min.)

Teacher	Grade	A Day Subject	Location
Barry	7	Language	P-10
Bogard	8	Algebra	P-15
Bolton		Misc. Subjects	P-9
Brower	6/7	Open Intervention	Library
DuChaine	8	History	M-1
Frame	7	Science	8
Gallwas	6	Connected Math 2	P-6

Activity (42 min.)

A Day Activities	Location
AVID	M-2
Conditioning – weights	Weight Room
Basketball	Main Gym
Beading	Art Room
Board Games	P-8
Computer Lab	CL-2
Quiet Time	7
Movie	Auditorium
Quiz Bowl	8
Walking Club	Main Gym

Glacier Middle School

Glacier Middle School – Whiteriver, WA

900+ students, grades 6-8

Total F's

2008-2009			**2009-2010**	
QTR 1	QTR 2		QTR 1	QTR 2
236	319		255 (+8%)	235 **(-26%)**

Before PACE

4.5 Weeks after PACE

Glacier Middle School

of Students w/at least one F

2008-2009			**2009-2010**	
QTR 1	QTR 2		QTR 1	QTR 2
150	183		149 (-1%)	126 **(-31%)**

Before PACE

4.5 Weeks after PACE

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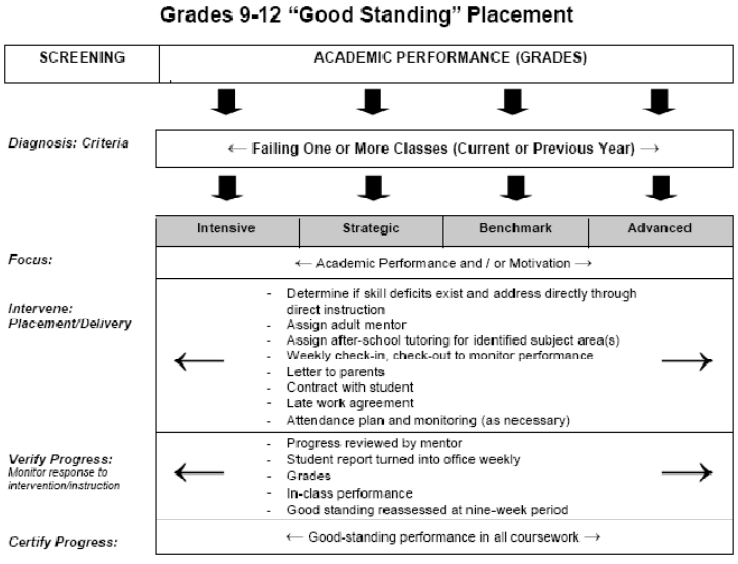
Glacier Middle School

Discipline Referrals

2008-2009	2009-2010	% Change
QTR 2	QTR 2	
393	246	-37%

Suspensions

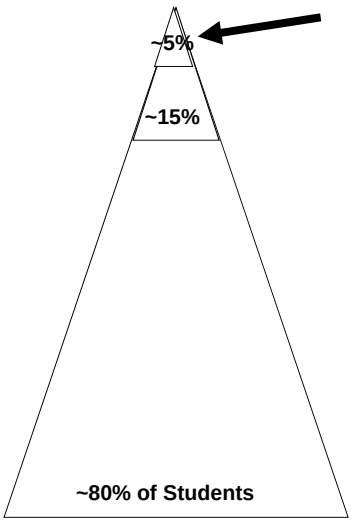
2008-2009	2009-2010	% Change
QTR 2	QTR 2	
36	19	-47%



Consider Tier 2/3 Supports:

- ***Research basis of interventions***
- ***Alignment to student needs***
- ***Correct Placement and Grouping***
- ***Assignment and Training of Staff***
- ***Coordination with Spec. Ed***
- ***Goal: Skill acquisition***
- ***NO Quick FIX!***

The Middle and High School Problem:



ONLY TIER 3 Programs That Often Don't Provide What Students Need

- Weak Tier 3 Interventions

Content Area Tutoring

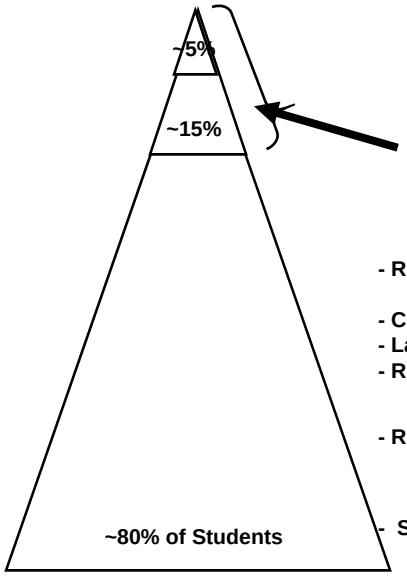
Help with Homework

Alternative Content Area Courses (Often Taught by Non-Credentialed Persons)

- No Tier 2 Options

- Little Attention to Tier I Improvement of Teacher Effectiveness

The Middle and High School Solution:



The Middle and High School Solution
BUILD EFFECTIVE TIER 2/3 Programs Using Evidence-Based Programs

- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West

- REWARDS + (Science and Social Studies; Sopris West)

- SIM (Strategic Instruction Model)

Rule #1! Make SE Worth It!

EFFECTIVE Programs Using Evidence-Based Programs

- REACH (SRA; CR + Spelling thru Morphographs + Reasoning and Writing)
- Corrective Reading (SRA)
- Language! (Sopris West)
- REWARDS (Sopris West)

- REWARDS + (Science and Social Studies; Sopris West)

THE SCHOOL-WIDE FRAMEWORK…

Three Learners

Benchmark
- •Generally can meet standards
- •Average Learner
- •Can Adapt and Adjust to teacher's style

Strategic:
- •Gaps in skill and knowledge
- • 1-2 years behind (40th to 20th percentile)
- • Struggles academically - may appear unmotivated
- •Can read, but often has specific skill deficits (i.e., comp.)
- •May not complete homework

Intensive:
- •Tests below the 20th percentile
- •Frustrated and unmotivated
- •Reading skills are very limited - more than 2 years below
- •Behaviors and absenteeism
- •Cannot handle content area work

TIER 1: Benchmark (Regular Program)

A regular Program with occasional in-class modifications.

- **Core reading instruction emphasizes proven vocabulary and comprehension strategies.**
- **In general, students are capable of performing well in content area classes, but may require occasional study strategies and additional support and/or motivation.**

Examples:

Reading	Math	Behavior
Regular program	Regular program	Define Expecatations
Proven vocabulary and comprehension strategies	Occasional tutoring/assistance	Proactive and preventative

TIER 2/3: Strategic

Supplemental Programs/Support

- **Targeted interventions to address identified skill deficits (i.e., multi-syllabic decoding, comprehension strategies, etc.)**
- **Separate reading intervention of 1-2 periods, often replacing English class, but for a short time period (1-2 semesters)**
- **Provide more instruction or practice in particular area(s) of need**
- **May include large or small tutoring group**
- **Provide more teacher scaffolding**
- **Provide more explicit and systematic instruction**
- **Provide more opportunities to respond**

Examples:

Reading	Math	Behavior
Rewards	Error Analysis	PBS -
Language!	Re-teach	targeted
Read Naturally	Math Tutor	

TIER 2/3: Intensive

Intensive Intervention Programs

- **Requires separate intensive intervention of at least 2 hours per day, replaces traditional English class plus something else for 1-2 years.**
- **Provide more explicit, systematic instruction to teach basic literacy skills.**
- **Instruction provided by person trained in intervention program**
- **Typically delivered in small group settings**
- **Will require accommodations and modfications**
- **Content area classes with Mainstream Consultation Agreement**

Examples:

Reading	Math	Behavior
Read 180	Corrective Math	PBS –
Corrective Reading	Number Worlds	FBA
Language!		

Activity

School-Wide ACTIVITY

Answer the following:

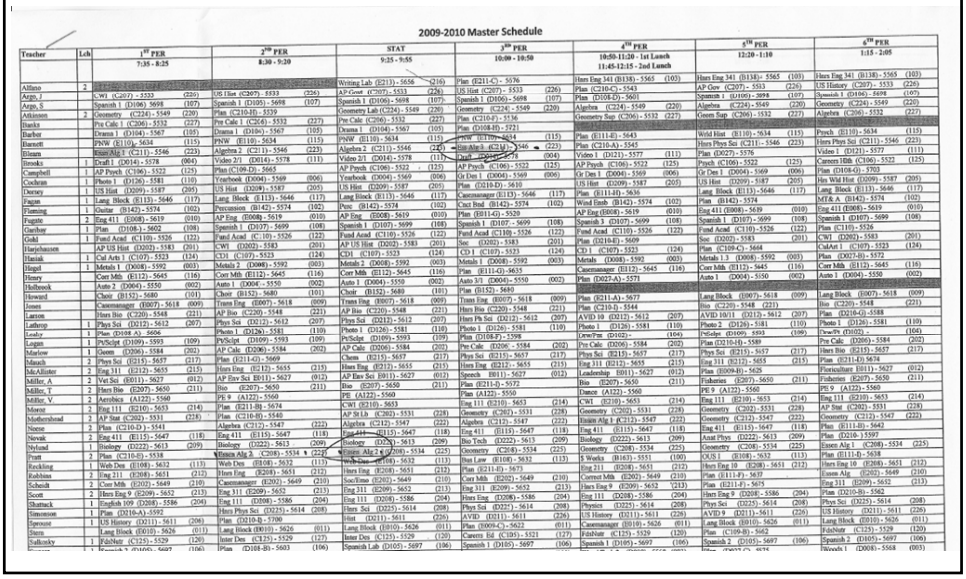
A. What are the three levels of instructional support?

B. What is the difference between Strategic and Intensive supports?

C. What type of support are likely required for Intensive students?

D. What level of support would you recommend for a student with an IEP?

High School Schedule



2009-2010 Master Schedule

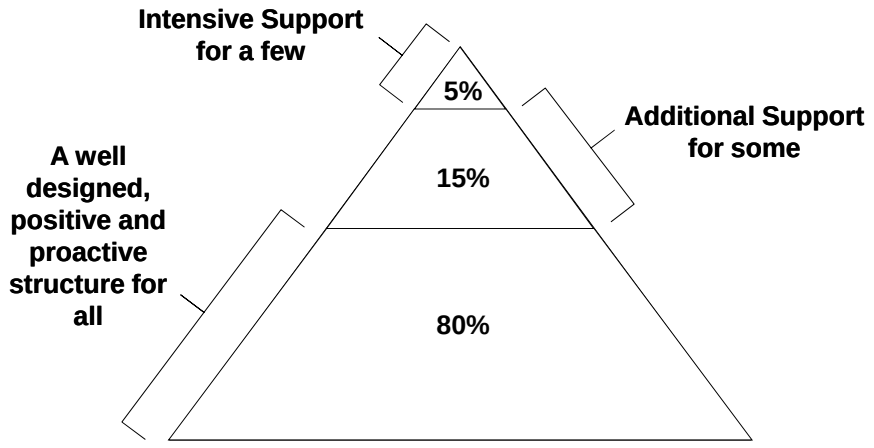
Teacher	Lch	1ST PER 7:35 - 8:25	2ND PER 8:30 - 9:20	STAT 9:25 - 9:55	3RD PER 10:00 - 10:50	4TH PER 10:50-11:20 - 1st Lunch 11:45-12:15 - 2nd Lunch	5TH PER 12:20 - 1:10	6TH PER 1:15 - 2:05
Allison	2			Writing Lab (B213) - 5656 ~216)	Plan (E211-C) - 5676	Hum Eng 341 (B138) - 5565 (103)	Hum Eng 341 (B138)- 5565 (103)	Hum Eng 341 (B138) - 5565 (103)
Argo, J		CWI (G202) - 5533 (226)	US Hist (C207) - 5533 (226)	AP Govt (C207) - 5533 (226)	US Hist (C207) - 5533 (226)	Plan (C210-C) - 5543	AP Gov (C207) - 5533 (226)	US History (C207) - 5533 (226)
Argo, S		Spanish 1 (D106) 5698 (107)	Spanish 1 (D105) - 5698 (107)	Spanish 1 (D106) - 5698 (107)	Spanish 1 (D106) - 5698 (107)	Plan (D104-D) -5601	Spanish 1 (E109) - 2098 (107)	Spanish 1 (D106) - 5698 (107)
Atkinson	2	Geometry (C234) - 5549 (220)	Plan (C210-B) - 5539	Geometry Lab (C224) - 5549 (220)	Geometry (C224) - 5549 (220)	Algebra (C224)- 5549 (220)	Algebra (C224) - 5549 (220)	Geometry (C224) - 5549 (220)
Banks		Pre Calc 1 (C206) - 5532 (227)	Pre Calc 1 (C206) - 5532 (227)	Pre Calc (C206) - 5532 (227)	Plan (C210-F) - 5536	Geometry Sup (C206) - 5532 (227)	Geometry Sup (C206) - 5532 (227)	Algebra (C206) - 5532 (227)
Barber		Drama 1 (D104) - 5567 (105)	Drama 1 (D104) - 5567 (105)	Drama 1 (D104) - 5567 (105)	Plan (D108-H) - 5721			
Barnett		PNW (E110) - 5634 (115)	PNW (E110) - 5634 (115)	PNW (E110) - 5634 (115)	PNW (E110) - 5634 (115)	Plan (E111-E) - 5643	Weld Hist (B110) - 5634 (115)	Psych (E110) - 5634 (115)
Bleam		Hum Eng 9 (C211) - 5546 (223)	Algebra 2 (C213) - 5546 (223)	Algebra 2 (C211) - 5546 (223)	Algebra 2 (C213) - 5546 (223)	Plan (C210-A) - 5545	Hum Phys Sci (C211) - 5546 (223)	Hum Phys Sci (C211) - 5546 (223)
Brooks	1	Draft 1 (D014) - 5578 (064)	Video 2/1 (D014) - 5578 (111)	Video 2/1 (D014) - 5578 (111)	Draft (D014) - 5578 (064)	Video 1 (D121) - 5577 (111)	Plan (D027) - 5576	Video 1 (D121) - 5577 (111)
Campbell	1	AP Psych (C106) - 5522 (125)	Plan (C109-D) - 5665	AP Psych (C106) - 5522 (125)	AP Psych (C106) - 5522 (125)	AP Psych (C106) - 5522 (125)	Psych (C106) - 5522 (125)	Careers Hlth (C106) - 5522 (125)
Cochran	1	Photo 1 (D126) - 5581 (110)	Yearbook (E004) - 5569 (006)	Yearbook (E004) - 5569 (006)	Yearbook (E004) - 5569 (006)	Gr Des 1 (D004) - 5569 (006)	Gr Des 1 (D004) - 5569 (006)	Plan (D308-G) - 5703
Dorsey	1	US Hist (D209) - 5587 (205)	US Hist (D209) - 5587 (205)	US Hist (D209) - 5587 (205)	US Hist (D209) - 5587 (205)	US Hist (D209) - 5587 (205)	US Hist (D209) - 5587 (205)	Hes Wld Hist (D209) - 5587 (205)
Fagan	1	Lang Block (E113) - 5646 (117)	Lang Block (E113) - 5646 (117)	Lang Block (B113) - 5646 (117)	Casemanagrr (E13) - 5646 (117)	Casemanagrr (E113) - 5646 (117)	Plan (B111-H) -5636	Lang Block (E113) - 5646 (117)
Fleming	1	Guitar (B142) - 5574 (102)	Percussion (B142) - 5574 (102)	Perc (B142) - 5574 (102)	Cinct Inst (B142) - 5574 (102)	Wind Ensb (B142) - 5574 (102)	Plan (B142) - 5574	MT/R A (B142) - 5574 (102)
Fugate	2	Eng 411 (E008) - 5619 (010)	AP Eng (D008) - 5619 (010)	AP Eng (D008) - 5619 (010)	Plan (E011-G) - 5529	AP Eng (E008) - 5619 (010)	Eng 411 (E008) - 5639 (010)	Eng 411 (E008) - 5639 (010)
Gardner	1	Plan (D108-) - 5602 (108)	Spanish 1 (D107) - 5699 (108)	Spanish 1 (D107) - 5699 (108)	Spanish 1 (D107 - 5699 (108)	Spanish 3 (D107) - 5699 (108)	Spanish 1 (D107) - 5699 (108)	Spanish 1 (D107) - 5699 (108)
Gohl	1	Fund Acad (C110) - 5526 (122)	Fund Acad (C 10) - 5526 (122)	Fund Acad (C110) - 5526 (122)	Fund Acad (C110) - 5526 (122)	Fund Acad (C110) - 5526 (122)	Fund Acad (C110) - 5526 (122)	Plan (C110) - 5526
Harjehausen		AP US Hist (D202) - 5583 (201)	CWI (D202) - 5583 (201)	AP US Hist (D202) - 5583 (201)	Soc (D202) - 5583 (201)	Soc (D202) - 5583 (201)	Soc (D202) - 5583 (201)	CWI (D202) - 5583 (201)
Hanish	1	Cnl Arts 1 (C107) - 5523 (124)	CDI (C107) - 5523 (124)	CDI (C107) - 5523 (124)	CD I (C107) - 5523 (124)	CD I (C107) - 5523 (124)	Plan (C109-C) - 5664	CnlArt 1 (C107) - 5523 (124)
Hagel	1	Metals 1 (D008) - 5592 (003)	Metals 2 (D008) - 5592 (003)	Metals 2 (D008) - 5592 (003)	Metals 1 (D008) - 5592 (003)	Metals (D008) - 5592 (003)	Metals 1-3 (D008) - 5592 (003)	Plan (D027-B) - 5572
Henry		Corr Mth (E112) - 5645 (116)	Corr Mth (E112) - 5645 (116)	Corr Mth (E112) - 5645 (116)	Plan (E111-G) -5635	Casemanagrr (E112) - 5645 (116)	Corr hlth (E112) - 5645 (116)	Corr Mth (E112) - 5645 (116)
Holbrook		Auto 2 (D004) - 5550 (002)	Auto 1 (D004 - 5550 (002)	Auto 1 (D004) - 5550 (002)	Auto 3/1 (D004)- 5550 (002)	Plan (D027-A) - 5571	Auto 1 (D004) - 5150 (002)	Auto 1 (D004) - 5550 (002)
Howard		Choir (B152) - 5680 (101)	Choir (B152) - 5680 (101)	Choir (B152) - 5680 (101)	Plan (B152) - 5680			
Jones		Casemanager (E007) - 5618 (009)	Trans Eng (E007) - 5618 (009)	Trans Eng (E007) - 5618 (009)	Trans Eng (E007) - 5618 (009)	Plan (E211-A) - 5677	Lang Block (E007) - 5618 (009)	Lang Block (E007) - 5618 (009)
Larson		Hum Bio (C220) - 5548 (221)	AP Bio (C220) - 5548 (221)	AP Bio (C220) - 5548 (221)	Hum Bio (C220) - 5548 (221)	Plan (C210-I) - 5544	Bio (C220) - 5548 (221)	Bio (C220) - 5548 (221)
Lathrop	1	Phys Sci (D212) - 5612 (207)	Phys Sci (D212) - 5612 (207)	Phys Sci (D212) - 5612 (207)	Hum Ph Sci (D212) - 5612 (207)	AVID 10 (D212) - 5612 (207)	AVID 10/11 (D212) - 5612 (207)	Plan (D216-G) -5588
Leahy	1	Plan (D108 A) -5606	Photo 1 (D126) - 5581 (110)	Photo 1 (D126) - 5581 (110)	Photo 1 (D126) - 5581 (110)	Photo 1 (D126) - 5581 (110)	Photo 2 (D126) - 5181 (110)	Photo 1 (D126) - 5581 (110)
Logan	1	PrSchpt (D109) - 5593 (109)	PrSchpt (D109) - 5593 (109)	PrSchpt (D109) - 5593 (109)	Plan (D108-F) - 5598	DrawTrm (D102) -	DrawTrm (D102) -	DrawTrm (D102) - (104)
Marlow	1	Comm (D206) - 5584 (202)	AP Calc (D206) - 5584 (202)	AP Calc (D206) - 5584 (202)	Pre-Calc (D206) - 5584 (202)	Pre Calc (D206) - 5584 (202)	Plan (D210-H) - 5589	Pre Calc (D206) - 5584 (202)
Masuh	2	Phys Sci (E215) - 5657 (217)	Plan (E211-G) - 5669	Chem (E215) - 5657 (217)	Phys Sci (E215) - 5657 (217)	Phys Sci (E215) - 5657 (217)	Phys Sci (E215) - 5657 (217)	Hum Bio (E215) - 5657 (217)
McAllister	2	Eng 311 (E212) - 5655 (215)	Hum Eng (E12) - 5655 (215)	Hum Eng (E212) - 5655 (215)	Hum Eng (E212) - 5655 (215)	Eng 311 (E212) - 5655 (215)	Eng 311 (E212) - 5655 (215)	Plan (E211-D) 5674
Miller, A	2	Vet Sci (E011) - 5627 (012)	AP Env Sci E011) - 5627 (012)	AP Env Sci E011) - 5627 (012)	Speech (B111) - 5627 (012)	Leadership (E011) - 5627 (012)	Plan (D009-B) - 5625	Florist/Hort (E011) - 5627 (012)
Miller, T	2	Hum Bio (E207) - 5650 (211)	Bio (E207) - 5650 (211)	Bio (E207) - 5650 (211)	Plan (E211-D) -5672	Bio (E207) - 5650 (211)	Fisheries (E207) - 5650 (211)	Fisheries (E207) - 5650 (211)
Miller, V	2	Aerobics (A122) - 5560	PE 9 (A122) - 5560	PE (A122) - 5560	Plan (A122) - 5550	Dance (A122) - 5560	PE 9 (A122) - 5560	PE 9 (A122) - 5560
Moore	2	Prin 111 (E210) - 5653 (214)	Plan (E211-B) - 5674	CWI (E210) - 5653	Eng 111 (E210) - 5653 (214)	CWI (E210) - 5653 (214)	Eng 111 (E210) - 5653 (214)	Eng 111 (E210) - 5653 (214)
Mothershead	2	AP Stat (C202) - 5531 (228)	Plan (C210-H) - 5540	AP St Lb (C202) - 5531 (228)	Geometry (C202) - 5531 (228)	Geometry (C202) - 5531 (228)	Geometry (C212) - 5547 (222)	AP Stat (C202) - 5531 (228)
Neese	2	Plan (C210-D) -5541	Algebra (C212) - 5547 (222)	Algebra (C212) - 5547 (222)	Algebra (C212) - 5547 (222)	Brainn Alg 1 (C212) - 5547 (222)	Eng 411 (E115) - 5647 (118)	Geometry (C212) - 5547 (222)
Nevak	2	Eng 411 (E115) - 5647 (118)	Eng 411 (E115) - 5647 (118)	Eng 111 (E115) - 5647 (118)	Eng 411 (E115) - 5647 (118)	Eng 411 (E115) - 5647 (118)	Biology (D222) - 5613 (209)	Eng 411 (E115) - 5647 (118)
Nylund	1	Biology (D222) - 5613 (209)	Biology (D222) - 5613 (209)	Biology (D222) - 5613 (209)	Bio Tech (D222) - 5613 (209)	Biology (D222) - 5613 (209)	Geometry (C208) - 5534 (225)	Plan (C202) - 5547
Pratt	2	Plan (C210-J) - 5538 (225)	Trans Alg 2 (C208) - 5534 (225)	Trans Alg 2 (C208) - 5534 (225)	Geometry (C208) - 5534 (225)	Geometry (C208) - 5534 (225)	OUS I (B108) - 5632 (113)	Eastern Alg 1 (C208) - 5534 (225)
Reckling	1	Web Des (E108) - 5632 (113)	Web Des (E108) - 5632 (113)	Web Des (E108) - 5632 (113)	Bus Law (E108) - 5632 (113)	5 Weeks (B163) - 5551 (100)	Hum Eng 10 (E208) - 5651 (212)	Plan (E111-D) - 5638
Robbins	2	Eng 211 (E208) - 5651 (212)	Hum Eng (B208) - 5651 (212)	Hum Eng (E208) - 5651 (212)	Plan (E211-D) - 5673	Eng 211 (E208) - 5651 (212)	Hum Eng 10 (E208) - 5651 (212)	Hum Phys Sci (C211) - 5546 (223)
Schmitt	2	Corr Mth (E202) - 5649 (210)	Casemanagrr (E202) - 5649 (210)	Soc/Time (E202) - 5649 (210)	Corr Mth (E202) - 5649 (210)	Correct Mth (E202) - 5649 (210)	Plan (E111-F) - 5637	Eastern Alg (E202) - 5649 (210)
Scott	2	Hum Eng 9 (E209) - 5652 (213)	Eng 311 (E209) - 5652 (213)	Eng 311 (E209) - 5652 (213)	Eng 311 (E209) - 5652 (213)	Hum Eng 9 (E209) - 5652 (213)	Plan (E211-F) - 5675	Eng 311 (E209) - 5652 (213)
Shattuck	1	English 109 (D208) - 5586 (204)	Eng 111 (E008) - 5586 (204)	Eng 111 (D208) - 5586 (204)	Hum Eng (D208) - 5586 (204)	Eng 111 (D208) - 5586 (204)	Hum Eng 9 (D208) - 5586 (204)	Plan (D210-B) - 5562
Simonson	1	Plan (D210-A) -5592	Hum Phys Sci (D225) - 5614 (208)	Hum Phys Sci (D225) - 5614 (208)	Phys Sci (D225) - 5614 (208)	Physics (D225) - 5614 (208)	Phys Sci (D225) - 5614 (208)	Phys Sci (D225) - 5614 (208)
Spreyer	1	US History (D211) - 5611 (206)	Plan (D210-J) - 5700	Hist (D211) - 5611 (226)	AVID (D211) - 5611 (226)	US History (D211) - 5611 (226)	AVID 9 (D211) - 5611 (226)	US History (D211) - 5611 (226)
Stern		Lang Block (E010) - 5626 (011)	Lang Block (B010) - 5626 (011)	Lang Block (E010) - 5626 (011)	Plan (D009-C) - 5622 (011)	Casemanagrr (E010) - 5626 (011)	Lang Block (E010) - 5626 (011)	Lang Block (E010) - 5626 (011)
Sulkosky	1	FdnNutr (C125) - 5529 (120)	Instr Des (C125) - 5529 (122)	Instr Des (C125) - 5529 (120)	Careers Ed (C105) - 5521 (127)	FdnNutr (C125) - 5529 (120)	Plan (C109-B) - 5662	FdsNutr (C125) - 5529 (120)
		Woods 1 (D108) - 5568 (106)	Plan (D108-B) - 5603 (106)	Spanish Lab (D105) - 5697 (106)	Spanish 1 (D105) - 5697 (106)	Spanish 1 (D105) - 5697 (106)	Spanish 2 (D105)- 5697 (106)	Spanish 2 (D105) - 5697 (106)
							Woods 1 (D008) - 5568 (003)	Woods 1 (D008) - 5568 (003)

Secondary Placement Pathway

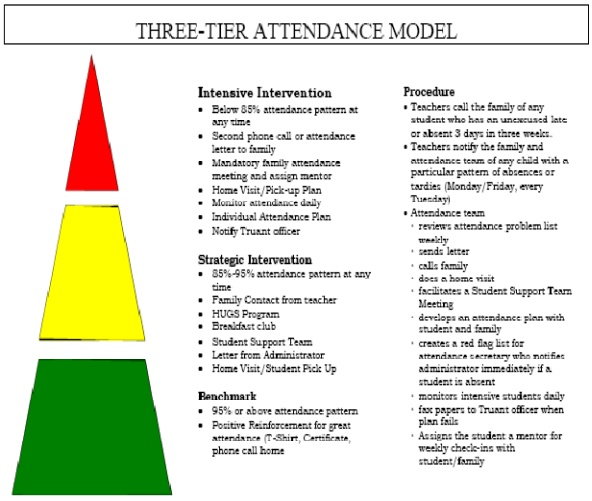
Grade __ _____ Placement Pathway

SCREENING				
Diagnosis: Criteria				
	Intensive	Strategic	Benchmark	Advanced
Focus:				
Intervene: Placement/Delivery				
Verify Progress: Monitor response to intervention/instruction				
Certify Progress:				

What are Effective Systems for Behavior?



School-Wide Attendance Model



What else is it going to take?

- **Paradigm Shift – changing thought patterns - Deal with 'Head Issues' and 'Killer Phrases'**
- **Utilizing All Resources**
- **Professional Development - initially and on-going**
- **Technical Assistance and Support**
- **Administrative Leadership**

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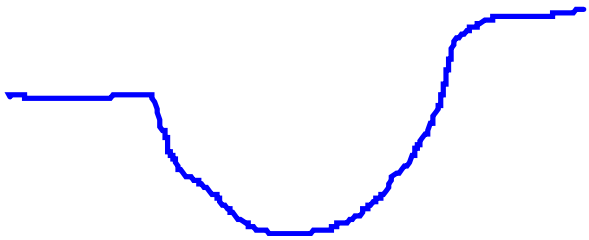
Implementation Dip



Just because there are problems doesn't mean you are on the wrong track.

We Do a Self Study

- **Existing Systems of Supports for Intensive Remedial Basic Skill Problems *and Supporting* Content Area Learning**
- **Are Our Intervention Programs Aligned with Student Needs and Scientifically Based?**
- **Existing Universal Screening and Progress Monitoring Systems: Are They Scientifically Based?**
- **Identify Ideas, Tools, Forms, and *Roles* That Can Be Abandoned, *Including How Your Old Teams Worked. Thought: don't simply pile on!***

Activity

School-Wide ACTIVITY

1. **As a team, discuss how your school is currently structured to meet the needs of students.**

2. **Are interventions available - matched to the instructional needs of students?**

3. **How successful are students in content area classes?**

4. **Define "Good Standing" and brainstorm supports to be provided to students**

Grades 9-12 "Good Standing" Placement

SCREENING	ACADEMIC PERFORMANCE (GRADES)			
Diagnosis: Criteria	← Failing One or More Classes (Current or Previous Year) →			
	Intensive	Strategic	Benchmark	Advanced
Focus:	← Academic Performance and / or Motivation →			
Intervene: Placement/Delivery	← - Determine if skill deficits exist and address directly through direct instruction - Assign adult mentor - Assign after-school tutoring for identified subject area(s) - Weekly check-in, check-out to monitor performance - Letter to parents - Contract with student - Late work agreement - Attendance plan and monitoring (as necessary) →			
Verify Progress: *Monitor response to intervention/instruction*	← - Progress reviewed by mentor - Student report turned into office weekly - Grades - In-class performance - Good standing reassessed at nine-week period →			
Certify Progress:	← Good-standing performance in all coursework →			